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ABSTRACT

The purposes of the first phase of the New Careers Project for persons interested in careers in recreation services for the disabled person were (1) to carry out a functional job analysis in a variety of settings and (2) to define the roles and functions of paraprofessional recreation personnel in hospitals, extended care facilities, municipal recreation departments, and senior center programs. An interview questionnaire completed at 28 job-analysis sites resulted in identification of 79 job tasks and functions. A rating form designed to permit matching of the job tasks to education and work experience was developed from the questionnaire and evaluated by 18 experts in therapeutic and public recreation. Two workshops held to discuss the implications of the findings are outlined in the report. In addition, plans for the second phase of the project are presented. The job task questionnaire and the job task rating form are appended. (TL)

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DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS IN RECREATION SERVICES FOR THE DISABLED

FIRST ANNUAL REPORT
May 1, 1968 - April 30, 1969

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION

Partically supported under a grant from the
Office of Education, Bureau of Research, Career Opportunities Branch

RC004402

PROJECT STAFF

Doris L. Berryman, Project Director

Helen Paegelow, Therapeutic Recreation Specialist

Rudolph L. Shelton, Therapeutic Recreation Specialist

Jay S. Shivers, Community Recreation Consultant

Walter Bishop, Job Analyst Consultant

Herbert Rusalem, Research Consultant

ANNUAL REPORT

DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS

IN RECREATION SERVICES FOR THE DISABLED

This report is designed for persons interested in the first phase of the New Careers in Recreation Services for Disabled Project.

The purpose of the first phase of the New Careers Project was to carry out a functional job analysis in a variety of settings and to define the roles and functions of paraprofessional recreation personnel in hospitals, extended care facilities, municipal recreation departments and senior center programs.

To date, because it is a relatively new profession, there has been no functional job analysis carried out in the field of recreation. There has been no accreditation of college and university curricula and, until recently, no single professional organization which represented the cross-section of people employed in this complex and rather ill-defined profession. As a result of all these factors, educational requirements for personnel vary considerably from setting to setting, based primarily on the immediate availability of trained personnel rather than on any standards established by the profession on a nationwide basis.

In a community that has few, if any, people available with undergraduate or graduate degrees in recreation or a closely allied field, a person with some college background might be hired to do a job that is very similar to a job carried out by a college graduate in another community. Thus, in order to clearly define those tasks and functions which can be carried out by paraprofessionals, a functional job analysis was conducted of all related recreation jobs at all levels in a sample of representative agencies. In addition to the job analysis, interviews were conducted with top administrators and supervisory recreation personnel in each agency concerning their personal view of recreation and its role in the total program of the agency; the agency's experience with recreation aides, and their recommendations concerning the training of such personnel. Job analysis data was analyzed to identify:

- Characteristics common to each type of job wherever it is found.
- Characteristics of the jobs as they function in the various types of agencies.
- Characteristics of the jobs which seem indigenous to small numbers or groups of agencies, e.g.- those of a certain size, location, or character.
- Constellations of job tasks that require no, little, or moderate academic or vocational preparation.
- Possibilities for upward mobility, opportunities to affiliate with professional organizations, and sources of additional education.

MAJOR ACTIVITIES

Visits to 28 job analysis sites were completed utilizing a comprehensive questionnaire (see Appendix I), and follow-up visits. Agencies cooperating in the study included one county and five municipal recreation agencies and recreation departments in 22 hospitals and state institutions. A total of 79 job tasks and functions were identified.

A rating form was designed to permit matching of each job task and function with one of six combinations of education and work experience. Three sets of the rating forms were sent to 18 experts in therapeutic and public recreation, some of whom had participated in the job analysis phase of the project. They were asked to match each job task with the education/experience combination they felt represented a minimum acceptable combination. They were further asked to perform the matching task three times for three different degrees of disability - moderate, severe and multiple. (See Appendix II).

A two-day conference was held February 27 and 28 attended by project staff, 20 recreation educators, consultants and experienced practitioners, and five persons currently working as recreation assistants. The purpose of the conference was to discuss the findings of the study to date and make recommendations concerning: 1) content of the short-term training program to be demonstrated during the second year of the project; 2) assist in development of job descriptions and specifications for various levels of jobs; 3) make recommendations concerning models for career ladders and lattices; and 4) make recommendations concerning content of community college and high school curricula in recreation.

Analysis of material which came out of the two-day conference resulted in:

1) a working model for a career lattice in recreation;

2) sample job descriptions developed in relation to the suggested career lattice model; and

3) development of content for the short-term training course.

A one-day workshop with vocational education and junior college curriculum specialists was held April 18 to discuss the feasibility of developing a recreation curriculum at the high school level and to obtain expert opinions as to the possible directions this development should take.

SIGNIFICANT FINDINGS

Job Analysis Questionnaires

Analysis of the questionnaires revealed that of 329 total replies, 309 were usable for further analysis and 20 could not be used because of insufficient information.

Table 1 shows the educational breakdown of the 309 respondants.

TABLE 1

Educational Levels of Respondants of Job Analysis Questionnaire

Level of Education	No. of Respondants
Master's Degree	29
Bachelor's Degree	106
A.A. Degree	4
Some college	76
Specialized Training	20
High School Diploma or Equivalency	74
TOTAL	309

Table 2 shows the length of time that high school graduates or equivalent have worked on their present jobs.

TABLE 2

Length of Time H.S. Graduates or Equivalent Have Been on Present Job

Length of Time	No. of Persons
Under one year	34
1 to 5 years	20
6 to 10 years	11
11 to 15 years	2
16 years and over	3
TOTAL	70

Range of years - less than 1 to 19
Average time on job - 3 years

Analysis of questionnaires completed by the high school graduates or equivalent showed that they are currently carrying out 41 job tasks and functions which could be categorized as follows: clerical (12); maintenance of equipment and facilities (3); job functions relating to safety (4); general recreation functions (3); leadership functions (10); supervisory functions (3); and miscellaneous (6). (See Appendix III for list).

Analysis of responses to the question "What tasks require less education than you have" revealed the following patterns:

1) regardless of their level of education respondants clearly felt that tasks relating to cleaning, maintenance and clerical work required less formal education than that completed by the respondants;

2) some respondants with M.A.'s, B.A.'s or some college felt that conducting arts and crafts or sports and some activities required less education;

3) some respondants with B.A.'s and H.S. diplomas and a few with M.A.'s, some college or special training, felt that transporting patients and serving refreshments require less education. (See Appendix IV for complete breakdown).

Analysis of replies to the question "What tasks require more education than you have" revealed the following patterns:

1) respondants at all levels feel they need information about psychology and human behavior;

2) a number of respondants with B.A.'s, some college or high school diplomas, expressed a need for more information about recreation techniques;

3) somewhat more or less than half of the respondants at each level felt that none of the tasks they are currently doing require more education than they have. (See Appendix V for complete breakdown).

In general, it was found that job task characteristics remained the same regardless of type and location of agency. The major differences found related to size of recreation staff in relation to size of population served. In a one-man or two-man department serving 200 to 400 clients, each staff member performed a larger variety of job tasks than did staff members in larger departments serving 500 or more clients. This was true even when the ratio of staff to clients was actually higher than one to 200 or 300.

Analysis of Educational/Experience Rating Forms

Eighteen raters (out of 18) completed and returned job task - educational/ experience - rating forms. The ratings given by each rater for the three degrees of disability were compared, using ratings for "multiple" disabilities as the basis for comparison. "Multiple" ratings were chosen as the base on the assumption that patients with multiple disabilities would present the most challenging problems to recreation workers and, therefore, would require the highest qualifications in terms of education and experience. Analysis of the questionnaire results did not fully justify this assumption.

The number of tasks for which each rater gave different ratings for "moderate" and "severe" disabilities as compared to his (or her) ratings for "multiple" disabilities were determined, as summarized below:

	No. of Raters
"Moderate," "severe" and "multiple" rated the same	3
"Moderate," "severe" and "multiple" rated the same, with very few exceptions	3
"Moderate," and "multiple" rated the same - "severe" different	1
"Moderate" and "severe" rated the same - "multiple" different	1
"Severe" and "multiple" rated the same - "moderate" different	3
"Moderate," "severe" and "multiple" rated appreciably different	7

The trend (mode) was determined for each of the 79 tasks included on the "multiple" disabilities questionnaires. Both primary and secondary modes were determined. Numerical values were assigned to the degrees of education and experience, namely A=1, B=2, C=3, D=4, E=5, and F=6, and arithmetical mean averages were computed. (See Appendix VI for distribution of modes and mean for each job task). The results of this analysis are as follows:

TABLE 3

Average Number of Tasks Assigned by Education/Experience Levels
Number of Tasks Assigned to Each Level

Type of Measure	(A) H.S. Only	(B) H.S. plus Experience	(C) 2 years College	(D) H.S. or Col. plus Specialty	(E) Bachelors Degree	(F) Masters plus 2 years Exper.
Primary mode	3	22	6	16	29	15
Secondary mode	5	13	24	9	18	11
Trend (as combination of modes and arith. mean)	3	14	12	23	18	9

(See Appendix VII for list of specific job tasks assigned to the various education/experience levels by the raters).

Two-day Conference

Implications of the above findings were discussed at the two-day conference (February 27 and 28). The total group was divided into four work groups with identical assignments. Though there were, of course, some differences among the groups, each group reported recommendations concerning: 1) broad job descriptions; 2) possible models for a career lattice; and 3) content to be incorporated in the short-term training program.

Based on an analysis of the field investigations and the opinions of experts in recreation, a working model of a career lattice was developed (see page 8). It was felt that such a career lattice should be at least three-pronged to provide vertical, horizontal and diagonal mobility and should be flexible enough so that agencies could adapt part or all of it according to their needs. It was recognized that, depending on the size of the agency, there may be other levels necessary between those of generalist and supervisor or between supervisor and administrator.

As to maintenance and clerical aspects of the career lattice, it was found that these positions existed basically in large public recreation departments and in some large institutions, but not in small hospitals. These positions were not thoroughly investigated or observed in this study. However, realizing the potential or feasibility of such positions within a large organization, sample job descriptions at the entry level were developed from information supplied by experts in the field. It was thought that if these positions were developed many supportive tasks now being performed by administrators, supervisors and program leaders could be delegated to specially trained and prepared personnel. Career opportunities could thus be developed for those who are not interested in positions in program areas.

Following are the educational and experience requirements suggested by the group for the first three levels of the proposed career lattice.

Assistant I - Trainee

(1) High school student in cooperative training program.
(2) Adult in short-term intensive training program.
(3) New employee, high school diploma or equivalency preferable, enrolled in formal in-service training program (six months or more).

Assistant II - Program

(1) High school graduate who has completed special course of study and three months orientation and in-service training.
(2) Graduate from adult training program and three months orientation and in-service training.
(3) One year of satisfactory performance as Assistant I.

Assistant II - Clerical

Specifications same as for Assistant II - Program.

Assistant II - Maintenance

Specifications same as for Assistant II - Program.

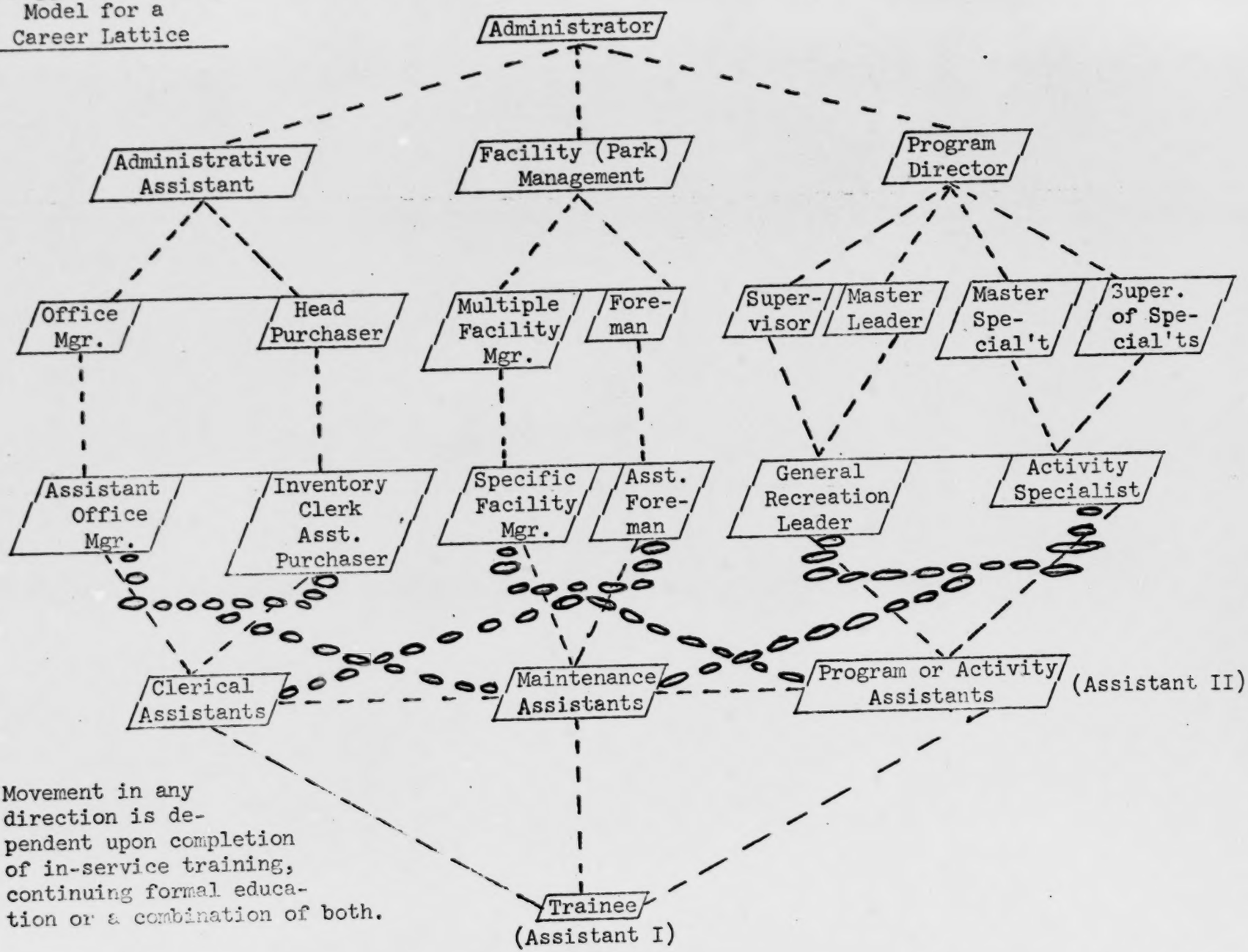
General Recreation Leader

(1) One year as Assistant II with satisfactory completion of continuing in-service education program.
(2) A.A. degree in recreation--no paid experience necessary, but must have field work experience.
(3) Some college plus one year experience in recreation.
(4) High school diploma or equivalency with two years experience in recreation.

Activity Specialist

(1) One year as Assistant II with in-service training in a specific activity area, i.e.- crafts, music, social and folk dance and sports, with demonstrated ability to teach activity.
(2) A.A. degree in recreation with demonstrated ability to teach in a specific activity area.
(3) Some college, one year experience in recreation plus demonstrated ability to teach in a specific activity area.
(4) High school diploma or equivalency, two years experience and demonstrated ability to teach in a specific area.

A Suggested Working Model for a Career Lattice



Movement in any direction is dependent upon completion of in-service training, continuing formal education or a combination of both.

Job descriptions were developed for the trainee, recreation assistants, recreation leaders, recreation supervisor, and recreation director based on findings of the job analyses and discussion with specialists. These were further refined by project staff. (See Appendix VIII for job descriptions).

During the two-day conference attended by recreation specialists, recommendations were made concerning the content of the short-term training program.

This group suggested that, in all likelihood, the content of this program could be integrated into a high school curriculum, though some modification might be required.

Following is the content of the training program developed by the conferees and project staff.

I. Theory

A. Philosophy of recreation service.

B. Orientation to recreation services to special groups through observational trips and class discussion.

C. Understanding of disabilities and their impact on the individual, family and community.

1) physical disabilities
2) mental retardation
3) emotional disturbances
4) institutionalized aged

D. Understanding of normal growth and development and the range of normal activities for various age groups.

E. Understanding of aging process and orientation to recreation services for older citizens.

F. Principles of program planning.

1) planning
2) preparation
3) evaluation

G. Introduction to activity analysis.

H. Introduction to process of recording.

1) observational reports
2) progress reports
3) activity reports
4) attendance, inventory and other routine record keeping.

I. Introduction to use and maintenance of audio-visual aids.

J. Introduction to concepts of inter-personal communication.

K. Introduction to first-aid and safety.

II. Skill Workshops

A. Crafts

B. Social Recreation

C. Games of low organization

D. Individual and duo sports

1) bowling
2) badminton
3) table tennis

E. Team Sports

1) volleyball (and lead-up games)
2) basketball (and lead-up games)
3) softball (and lead-up games)

F. Music and Dance

1) group singing and musical games
2) introduction to music appreciation
3) social and folk dancing

G. Dramatic Activities

1) puppetry
2) improvisation and pantomime
3) reading
4) simple dramatic productions

H. Pre-school Activities

I. Construction and Use of Visual Aids

Leadership techniques and the adaptation of activities to suit the interests and capabilities of disabled persons will be presented as an integral part of all activity workshops.

III. Practice Leadership

A. In the classroom through role playing and peer evaluation.

B. On the job, under supervision, evaluation by instructor, agency staff, peers and occasional use of video tape to permit self-evaluation.

It was suggested by all concerned that evaluation of the training program include:

1) Pre and post measurements of (a) recreation information, (b) skill performance, (c) problem solving ability in recreation situations.

2) Selected attitude and personality trait tests.

3) Student, instructor, agency supervisor and other staff ratings of program.

4) Follow-up data relating to placement, success on the job, evaluations of graduates' job performance.

5) In-depth observation and recording of various student behaviors in both classroom and practicum settings.

One-day Workshop

The vocational education curriculum experts felt that they could not, at this time, recommend a specific curriculum model for high schools. They felt it would be helpful to have an analysis and evaluation of the short-term training program to use as a basis for further discussion and development of a curriculum model. The general feeling of these experts is that the high school program should be developed around job clusters with common backgrounds, giving the student an opportunity to explore and have some cooperative work experience in several similar jobs.

The community college curriculum specialists felt that further exploration of changes for existing or development of new curricula should await the development of a high school curriculum model. However, they did feel that some components of the short-term training program might well be incorporated, with some expansion, into existing community college curricula.

Plans for Phase II

Phase II of the study which was initiated May 1, 1969, will have two foci. One, to demonstrate and evaluate the recommended adult-education program and two, to develop curriculum guides for high school and junior college curricula.

The demonstration program will utilize a field unit teaching technique for two groups of trainees with 25 in each group. The trainees will include recent high school graduates, young adults who have not found a suitable place in the labor market, homemakers desiring to return to work, and early retirees seeking "new careers."

Evaluation of the effectiveness of the demonstration curriculum will include: a) distribution of questionnaires to trainees, supervisors, agency administrators and clients served by the trainees to obtain data concerning the quality of trainee performance; b) follow-up interviews with each trainee three months subsequent to completion of the training to ascertain their satisfaction with placement and supervision in their work situations; c) trainee reports concerning aspects of the training program most and least helpful in job performance; d) evaluation of foregoing data by representatives of the Office of Education, members of the recreation profession, the vocational education profession, faculties of community colleges, and a research consultant.

Based upon the evaluation of the demonstration program and consultation with experts in curriculum design for vocational education and community colleges, recommended curriculum guides will be developed for high schools and community colleges.

JOB ANALYSIS QUESTIONNAIRE

Purpose

New York University is thinking of setting up special training programs for recreation personnel. In order to do this we need your help. You have been asked to fill out this questionnaire in order to provide the basic information needed by the Job Analyst to write a description of your job. Please include every task you perform, because it is important that the job description be complete as well as accurate. You are requested to complete this form since you know the duties and requirements of your job.

Instructions

The following instructions may be helpful in setting forth your duties and other facts about your job:

1. Answer each question as directly and briefly as you can, but be sure to give complete information about the work, including what you do, why and how you do it (unless obvious).
2. Describe your duties and responsibilities "as is" -- not as they might be or should be.
3. Answer all questions. Write "none" if the question does not apply.
4. Keep in mind that you are describing a particular job, not your own qualifications. You may have certain qualifications and abilities which exceed the requirements of the job.
5. If you need more space for complete answers, use the back of the sheet or attach additional sheets to the questionnaire.
6. If you have any questions, ask your supervisor.
7. Return your completed questionnaire promptly to your supervisor who will review it.

PLEASE PRINT ALL INFORMATION

NAME _____ DATE _____

NAME OF AGENCY _____

JOB TITLE _____ DEPT. _____

HOURS (From - To) _____
Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

SUPERVISOR _____
Name Title

LENGTH OF TIME YOU HAVE BEEN ON THIS JOB _____

Please answer each question as completely as possible. If a particular question does not apply to your job, do not leave the question blank - write in "none." Write on the backs of the questionnaire page if you need more space to give all the details. Contact your supervisor if you have any questions or if you want help in filling out your questionnaire.

A. Your Job Duties — Approx. Hrs. Per Day

1. Daily Duties

a. Functions Concerning Individual Participants _____

_____

_____

_____

b. Functions Concerning Group Participants _____

_____

_____

_____

c. Functions Concerning Non-Contact Duties _____

_____

_____

_____

2. Regular Periodic Duties (weekly, monthly, etc.)
Approx. Hours Per Week (or Month)

a. Functions Concerning Individual Participants _____

b. Functions Concerning Group Participants _____

c. Functions Concerning Non-Contact Duties _____

3. Occasional Duties at Irregular Intervals
Approx. Hours and Frequency

a. Functions Concerning Individual Participants _____

b. Functions Concerning Group Participants _____

c. Functions Concerning Non-Contact Duties _____

4. What records do you maintain as a part of your job. Explain.

_____

_____

_____

5. Give brief summary of your job _____

_____

_____

_____

_____

6. What responsibility do you have for maintaining the department's supplies, equipment or facilities. Explain in detail.

_____

_____

_____

_____

_____

_____

B. Education Required Indicate by Check Mark ( )

Give your estimate of the minimum education (or equivalent) required for a beginner on the job, not necessarily your own educational background.

( ) Grammar School (6th Grade)

( ) Junior High School (9th Grade)

( ) Senior High School (12th Grade)

( ) Vocational or Trade School

( ) Art, Music or other Skill Training (describe)

_____

(cont'd on next page)

( ) Some College (Number of Years) _____

( ) Community College Graduate (Major) _____

( ) Four-year College Graduate (Major) _____

( ) Graduate Education (Major and Degree) _____

_____

( ) Other (describe) _____

_____

_____

C. Experience and Training Required (minimum)

1. How many weeks, months or years of experience do you think is necessary before the average beginner with the above amount of formal education could do acceptable work on your job with supervision? _____

_____

_____

2. How many days, weeks or months on this job here at the agency do you think is necessary before an average person with the above education and experience can adapt his (or her) skill and knowledge to do a good job independently?

_____

_____

3. What tasks do you do that you feel require less formal education than you have? _____

_____

_____

4. What tasks do you do that you feel require more formal education than you have ? _____

_____

_____

D. 1. List the equipment, instruments, or special tools you use in doing your work, and indicate the extent to which you use them, as follows: (O) for occasional use; (F) for frequent use; and (C) for continuous use. _____

_____

_____

_____

2. List the sports, games and leadership techniques you use in doing your work and indicate the extent to which you use them: (O), (F), (C).

_____

_____

_____

E. Physical Effort Required (check the boxes which apply)

	Occasionally	Frequently	Continuously
Move about			
Sit			
Stand			
Move heavy objects (over 20 lbs.)			
Move light objects (under 20 lbs.)			
Work in awkward position			
Moving participant in wheelchair, etc.			
Lifting participant			

Remarks _____

_____

F. Working Conditions

Describe physical conditions present in the location or the nature of your work which you consider to be disagreeable or undesirable (dirt, dust, fumes, odors, dampness, heat, cold, drafts, poor lighting, limited space, noise, etc.). State whether these conditions are continual, frequent, or occasional.

_____

_____

_____

G. Potential Hazards in the Job

Describe the types of injuries which could happen on your job (cuts, bruises, falls, fire, electric shock, burns, health hazards, etc.). State whether exposure to such hazards is continual, frequent or occasional. _____

_____

_____

H. Responsibilities

1. Do you have any responsibility for the direct leadership of participants? If so, explain. _____

_____

_____

2. Do you have any responsibility for the work of volunteers or any other employee, such as guiding and following up the work of a helper, instructing trainee or learner? If so, describe in detail.

_____

_____

3. What responsibility do you have for safeguarding the Agency's property, funds, confidential data, etc.? Describe in detail, if any. _____

_____

_____

4. Does your job require that you have working contacts with participants, visitors or with people outside your department? If so, describe in detail the purpose, frequency, whom you contact, and degree of authority you have if you make any commitments for the Agency.

_____

_____

5. Do you make contact with community resources on behalf of participants?

_____

_____

5a. Do you make contact with other personnel within your own agency on behalf of participants? _____

_____

6. Does your job require responsibility for participants, volunteers and other staff in activities which take place outside Agency facilities. If so, explain. _____

_____

7. Does your work require the use of independent judgment and discretion on your part? If so, give typical examples. _____

_____

_____

8. Does your job require you to use your own initiative. Give examples.

_____

_____

9. Does your job require ingenuity or creative ability in designing, developing, perfecting or adapting equipment, methods, procedure, plans or policies? If so, give examples. _____

_____

_____

I. Instructions and Supervision Received

Check the boxes opposite the statements which apply to your job.

( ) Verbal instructions, from whom?_____
( ) Written instructions, from whom?_____
( ) Other type of instructions, from whom? (describe below)

_____

_____

( ) Close direct supervision, from whom? _____
( ) Direct supervision always available, from whom? _____
( ) Follow established procedures generally, refer only unusual cases to supervisor.
( ) Broad assignments, procedures not standardized; usually with little guidance. Rarely refer problems to supervisor except policy matters.
( ) Organize own work, assign and check work, rarely refer problems to supervisor.
( ) Under administrative direction, set up own standards of performance; virtually self-supervision.

J. Training

1. As part of your job are you required to participate in in-service training? If so, describe. _____

_____

_____

2. As part of your job are you required to increase your knowledge through formal education? If so, describe. _____

_____

_____

K. 1. How did you enter this field? _____

_____

_____

2. How did you get this job? _____

_____

_____

L. Remarks

State below any additional information which you believe will help to describe or understand the duties or responsibilities of your job.

_____

_____

Are there any other tasks you think you should be doing as part of your regular responsibilities? _____

_____

_____ _____

Signature of Employee Signature of Department Head

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY SUPERVISORS ONLY.

M. Supervisory Responsibilities

1. Positions supervised directly and number of employees.

Positions	Number of Employees
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

2. Positions supervised indirectly (through subordinate supervisors).

Positions	Number of Employees
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

3. Character of supervision given.

Check the items below for which you are responsible in your department:

( ) Assigning work	( ) Planning work
( ) Hiring	( ) Controlling costs
( ) Transferring	( ) Assisting in policy determinations
( ) Salary increases	( ) Methods and procedures
( ) Disciplining	( ) Maintaining quality of work
( ) Handling grievances	( ) Establishing standards
	( ) Recruitment of volunteers
	( ) Training of volunteers

Other responsibilities _____

_____

_____

_____

Appendix I-A

GENERAL INFORMATION

Name of Agency _____

Address _____ Telephone Number _____

Type of Agency (ie. general hospital, nursing home, etc.) _____

_____

Type of Services Rendered _____

Size _____
Number of Beds Total Staff

Chief Executive _____
Name Title

Name Major Departments _____

_____

Employee Benefits (ie. vacations, paid holidays, group insurance, hospitalization, pensions, etc.) % of payroll -

_____

_____

_____

Other Information

_____

_____

_____

_____

_____

_____

_____

_____

RECREATION DEPARTMENT

Organization Chart (indicate to whom head of department reports, job titles and number of employees in each).

Date Department Organized _____

Recreation Department Head _____
Name Title

Weekly Salary | Daily Hours From - To | Total Weekly Hours

Job Titles and Names of Staff -

Name	Title	Weekly Salary	Daily Hours From - To	Total Weekly Hours

General Objectives

1. Purposes of Services Rendered

2. Characteristics of Participants

   a. Nature of disabilities or illnesses.

      (1) % ambulatory
      (2) % non-ambulatory

   b. Sex (indicate whether integrated or segregated).

   c. Ages served.

   d. General level of education.

   e. Occupational backgrounds.

Other Pertinent Information

GENERAL INFORMATION

Name of Agency _____

Address _____ Telephone Number _____

Type of Agency (ie. Park, Community Center, Special Programs, etc.) _____

_____

Type of Services Rendered _____

_____

Chief Executive _____
Name Title

Name Major Program Areas _____

_____

Employee Benefits (ie. vacations, paid holidays, group insurance, hospitalization, pensions, etc.) % of payroll -

_____

_____

_____

Other Information

_____

_____

_____

_____

_____

_____

_____

_____

RECREATION DEPARTMENT

Organization Chart (indicate to whom head of department reports, job titles and number of employees in each)

Date Department Organized _____

Recreation Department Head _____
Name Title

Weekly Salary | Daily Hours From - To | Total Weekly Hours

Job Titles and Total Number Employed Under Each Title -

Job Title	Total Number of People in this Job Title	Weekly Salary	Daily Hours From - To	Total Weekly Hours

General Objectives

1. Purposes of Services Rendered

2. Ages Served

3. Special Program for older citizens? _____ Yes _____ No

4. Special Program for disabled? _____ Yes _____ No

5. If "yes," what are the disabilities and age ranges served?

Other Pertinent Information

Appendix II

JOB TASK RATING FORMS

Listed on the following pages are job tasks and functions that a team of job analysts found in six public recreation agencies and recreation departments in a variety of hospitals, institutions and senior centers. Not every task or function is listed, but rather those that were found in at least 50% of all agencies visited. To the right of the list of job tasks and functions are six columns - A, B, C, D, E, F - representing various combinations of levels of education, training and work experience.

A) High school graduate or equivalent with no experience.

B) High school graduate or equivalent with in-service training and one or more years experience.

C) Two years of college with a major in recreation or one year experience in recreation.

D) High school or college graduate with highly specialized training in a field, e.g.- dance, music, drama, fine arts, manual arts or physical education.

E) College graduate (mjaor in recreation or one year recreation experience).

F) Master's or equivalent graduate training in therapeutic recreation and two years experience or in recreation or closely allied field and five years experience.

The experts in therapeutic and public recreation were asked to indicate, by checking the appropriate column, their opinions concerning the minimum acceptable level of preparation required for a person to work with participants with disabilities. Each rater was asked to complete this form three times: 1) for a person to work with participants with moderate disabilities; 2) for a person to work with participants with severe disabilities; and 3) for a person to work with participants with multiple disabilities.

Appendix II (cont'd)

		A	B	C	D	E	F
1. Major responsibility for planning sports activities.	1.						
2. Instructing and leading sports activities.	2.						
3. Assist in instructing and leading sports activities.	3.						
4. Supervising sports activities such as roller skating, bowling, nature walks within agency's grounds.	4.						
5. Major responsibility for organizing and conducting athletic teams.	5.						
6. Assist in organizing and conducting athletic teams.	6.						
7. Major responsibility for planning active and table games.	7.						
8. Instructing and leading active and table games.	8.						
9. Assist in instructing and leading active and table games.	9.						
10. Supervising active and table games.	10.						
11. Major responsibility for planning out-trips.	11.						
12. Leading out-trips.	12.						
13. Assist in leading out-trips.	13.						
14. Supervising out-trips.	14.						
15. Major responsibility for planning special events and programs.	15.						
16. Leading special events and programs.	16.						
17. Assist in leading special events and programs.	17.						
18. Supervising special events and programs.	18.						

		A	B	C	D	E	F
19. Major responsibility for planning crafts* program.	19.						
20. Instructing and leading crafts program.	20.						
21. Assist in instructing and leading crafts program.	21.						
22. Supervising crafts program.	22.						
23. Major responsibility for planning music, art, ceramic, sculpture, dance, drama and/or other creative activities.	23.						
24. Instructing and leading music, art, ceramic, sculpture, dance, drama and/or other creative activities.	24.						
25. Assist in instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.	25.						
26. Supervising music, art, ceramic, sculpture, dance, drama and/or other creative activities.	26.						
27. Major responsibility for planning manual arts program including woodwork, metal work, plastics, etc.	27.						
28. Instructing and leading manual arts program.	28.						
29. Assist in instructing and leading manual arts program.	29.						
30. Supervising manual arts program.	30.						
31. Major responsibility for planning and conducting large group activities, e.g. bingo, movies, entertainment.	31.						
32. Assist in conducting large group activities, e.g. bingo, movies, entertainment.	32.						

* excludes fine arts including painting, sculpturing, advanced ceramics and manual arts, e.g. woodwork, metal work and plastics

			A	B	C	D	E	F
33.	Major responsibility for planning and conducting social and seasonal events.	33.						
34.	Assist in conducting social and seasonal events.	34.						
35.	Major responsibility for leading discussion group.	35.						
36.	Assist in leading discussion group.	36.						
37.	Major responsibility for preparing and operating equipment for events, including audio-visual equipment.	37.						
38.	Assist in preparing and operating equipment for events, including audio-visual equipment.	38.						
39.	Prepare and serve refreshments.	39.						
40.	Managing and editing participants' newspaper.	40.						
41.	Assist in management and production of newspaper.	41.						
42.	Major responsibility for planning a day camp or resident camp program.	42.						
43.	Instructing and leading camp activities.	43.						
44.	Assist in instructing and leading camp activities.	44.						
45.	Supervising camp activities.	45.						
46.	Instruct and guide in personal appearance and other personal matters.	46.						
47.	Assist in conducting grooming and hygiene classes.	47.						
48.	Leading adult special interest groups (i.e., bowling, gardening, collecting).	48.						

			A	B	C	D	E	F
49.	Assist in leading adult special interest groups (i.e., bowling, gardening, collecting).	49.						
50.	Leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	50.						
51.	Assist in leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	51.						
52.	Engage in individual recreational counseling.	52.						
53.	Plan with individuals for post-institutional or post-program participation in the community.	53.						
54.	Adapt activities and equipment to facilitate the participation of some disabled persons.	54.						
55.	Participate in the interdisciplinary team conference.	55.						
56.	Prepare periodic statistical reports.	56.						
57.	Prepare participant evaluation reports.	57.						
58.	Prepare program evaluation reports.	58.						
59.	Prepare reports to be used in the community.	59.						
60.	Prepare observational reports on participants.	60.						
61.	Prepare periodic activity reports.	61.						
62.	Selecting and requisitioning appropriate and adequate supplies and equipment.	62.						
63.	Store and keep records of recreation supplies.	63.						
64.	Maintain recreation equipment.	64.						

			A	B	C	D	E	F
65.	Issue supplies and/or equipment to program participants.	65.						
66.	Plan equipment, supply and personnel budgets.	66.						
67.	Evaluate the value and usability of equipment and supplies.	67.						
68.	Supervising volunteers.	68.						
69.	Supervising field work students.	69.						
70.	Supervising untrained paid workers.	70.						
71.	Supervising professionals.	71.						
72.	Training volunteers.	72.						
73.	Training pre-professional staff.	73.						
74.	Organizing and supervising in-service training program.	74.						
75.	Participate in decision-making bodies of the institution or agency.	75.						
76.	Planning and conducting activity programs in conjunction with other disciplines, e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, to assist in achieving specific treatment goals.	76.						
77.	Active participation in interdisciplinary team meetings (i.e., ward conferences).	77.						
78.	Contacting outside agencies and groups to arrange for out-trips, entertainers, contributions, etc.	78.						
79.	Meet with visitors and/or relatives of participants	79.						
80.	Others (please describe).	80.						

Actual Job Tasks and Functions Carried Out by
Respondants with High School Diploma or Equivalent

Clerical functions, i.e.

make tennis reservations
sell tickets of admission to facilities
give out applications for entrance permits
distribute publicity
issue equipment
keep supply inventories
handling public complaints
recording attendance at facilities
ordering supplies
operating duplicating machines
purchasing supplies using petty cash
keeping records and reports

Maintenance of equipment and facilities, i.e.

maintain supplies and equipment
assist in pool maintenance
keep recreation areas neat and clean

Job functions relating to safety, i.e.

acting as a rink guard
acting as life guard
administering first aid
enforcing safety rules and regulations

General recreation functions, i.e.

assisting at mass activities
decorates or assists in decorating recreation areas
showing films

Leadership functions, i.e.

assists in teaching arts and crafts, special events, out-trips, discussion groups, sports, games, drama, music, etc.
assists in leading special interest clubs
conducts activities, i.e. drama, special events, sports, games, group singing, storytelling
leads lounge programs
teaching swimming and water safety
taking patients on out-trips
leading motivation groups
counseling and disciplining children
advises a service committee
supervising groups at beach

Actual Job Tasks and Functions Carried Out by
Respondants with High School Diploma or Equivalent (cont'd)

Supervisory functions

- supervising park activities
- supervising volunteers
- supervising sub-ordinate staff

Miscellaneous

- attend orientation, in-service training, staff meetings and conferences
- shopping for patients
- transporting patients
- feeding patients
- writing letters for patients
- providing musical entertainment at mass activities

TASKS REQUIRING LESS EDUCATION THAN THAT OF RESPONDANTS

Number of Responses by Level of Education of Respondants

Major Tasks	M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
arranging entertainment	2	0	2	0	1
serving refreshments	1	6	2	3	7
transporting patients	1	10	3	1	8
program preparation	0	0	2	1	0
selecting music	0	1	1	1	1
decorating	0	1	0	1	1
repairing instruments	0	0	0	1	0
program participation	0	0	0	3	0
cleaning	4	14	18	2	25
maintenance	7	15	9	2	9
inventory	4	5	3	2	1
clerical work	17	27	13	4	3
attending meetings	1	0	0	0	0
facilities and administration planning	2	0	0	0	0
preparing out-trip lists	1	0	1	0	0
physical labor	1	2	2	1	1
running errands	0	1	0	0	0
moving equipment	0	9	0	2	4
sorting supplies	0	1	0	0	0
mechanical tasks	0	1	1	0	1
arts and crafts	3	7	10	0	2
conducting mass activities	4	2	0	0	1
storytelling	0	1	1	0	1

TASKS REQUIRING LESS EDUCATION THAN THAT OF RESPONDANTS (cont'd)

Number of Responses by
Level of Education of Respondants

Major Tasks	M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
showing movies	0	2	2	0	5
sports and games	1	7	18	3	9
gardening	0	0	0	0	1
setting bowling pins	0	0	0	0	1
group discussions	0	0	0	0	1
out-trips	1	2	0	0	0
personal care of patients	0	4	1	0	6
working with people	0	1	1	0	0
mobility training	0	0	0	0	0
first aid	1	0	0	0	0
many	0	2	1	0	0
all tasks	1	4	1	0	4
none	2	16	14	3	9
Number of Respondants at Each Level	(29)	(106)	(80)	(20)	(74)

TASKS REQUIRING MORE EDUCATION THAN THAT OF RESPONDANTS

Number of Responses by Level of Education of Respondants

Major Tasks	M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
remotivation techniques	0	0	0	0	2
early childhood ed.	1	0	0	1	3
group dynamics	1	10	4	0	4
psychology and human behavior	6	24	8	5	9
counseling patients	0	6	2	0	0
budget	0	2	2	0	0
ordering supplies and equipment	0	1	0	0	0
clerical	0	1	1	0	0
program planning and evaluation	0	0	1	0	1
publicity writing	0	0	1	0	0
facility planning	2	1	0	0	0
mechanical knowledge for repairs	1	0	0	0	0
research training	1	1	0	0	0
administration	1	5	2	1	1
supervision	0	5	3	0	4
public speaking	0	2	0	1	1
arts and crafts	0	0	3	0	3
dance training	0	0	2	0	1
scenery construction	0	0	0	0	1
art training	0	0	0	0	0
physical education	1	1	2	0	1
recreation techniques	0	7	12	1	6

TASKS REQUIRING MORE EDUCATION THAN THAT OF RESPONDANTS (cont'd)

Major Tasks	Number of Responses by Level of Education of Respondants: M.A.	B.A.	A.A. or Two Years College	Special Training	H.S.
leadership techniques	0	1	0	0	0
decision making	0	1	0	0	0
medical knowledge	0	0	3	0	3
education in working with retarded	-	-	1	0	1
communication skills, e.g. language skills, writing techniques	0	0	1	0	0
all tasks	0	0	1	0	0
none	17	51	33	12	34

M_1 = PRIMARY MODE

m_2 = SECONDARY MODE

• = ARITHMETICAL MEAN AVERAGE, WHERE A=1, B=2, C=3, D=4, E=5, F=6

		1 A	2 B	3 C	4 D	5 E	6 F
1. Major responsibility for planning sports activities.	1.				m_2	M_1 •	
2. Instructing and leading sports activities.	2.		m_2	•	M_1		
3. Assist in instructing and leading sports activities.	3.	m_2	M_1 •				
4. Supervising sports activities such as roller skating, bowling, nature walks within agency's grounds.	4.		M_1	M_1 •		M_1	
5. Major responsibility for organizing and conducting athletic teams.	5.				M_1 •	M_1	
6. Assist in organizing and conducting athletic teams.	6.		M_1 •	m_2			
7. Major responsibility for planning active and table games.	7.			m_2	•	M_1	
8. Instructing and leading active and table games.	8.		M_1	M_1 •			
9. Assist in instructing and leading active and table games.	9.	m_2	M_1 •				
10. Supervising active and table games.	10.		m_2	M_1 •		m_2	
11. Major responsibility for planning out-trips.	11.					M_1 •	m_2
12. Leading out-trips.	12.			m_2 •	M_1		
13. Assist in leading out-trips.	13.		M_1 •	m_2			
14. Supervising out-trips.	14.		m_2	m_2	•	M_1	
15. Major responsibility for planning special events and programs.	15.					M_1 •	m_2
16. Leading special events and programs.	16.			M_1 •	M_1		
17. Assist in leading special events and programs.	17.		M_1 •	m_2			
18. Supervising special events and programs.	18.		m_2		•	M_1	
		1	2	3	4	5	6

A = High School - no experience

B = High School plus experience (1 yr. or more)

C = 2 years college with credits or A.A. in Rec

D = High School or B.A. plus highly specialized Training, i.e. Physical Ed, Music, Art, Drama.

E = B.A. Recreation

F = M.A. - Therapeutic Recreation + 2 years experience

Appendix VI (cont'd)

			1 A	2 B	3 C	4 D	5 E	6 F
19.	Major responsibility for planning crafts* program.	19.				M_1 •	m_2	
20.	Instructing and leading crafts program.	20.		m_2	•	M_1		
21.	Assist in instructing and leading crafts program.	21.		M_1 •	m_2			
22.	Supervising crafts program.	22.		m_2	•	M_1		
23.	Major responsibility for planning music, art, ceramic, sculpture, dance, drama and/or other creative activities.	23.				M_1 •	m_2	m_2
24.	Instructing and leading music, art, ceramic, sculpture, dance, drama and/or other creative activities.	24.		m_2	m_2 •	M_1		
25.	Assist in instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.	25.		M_1 •	M_1			
26.	Supervising music, art, ceramic, sculpture, dance, drama and/or other creative activities.	26.		m_2		M_1 •		
27.	Major responsibility for planning manual arts program including woodwork, metal work, plastics, etc.	27.				M_1 •	m_2	
28.	Instructing and leading manual arts program.	28.			m_2	M_1 •		
29.	Assist in instructing and leading manual arts program.	29.		M_1 •	m_2			
30.	Supervising manual arts program.	30.				M_1 •	m_2	
31.	Major responsibility for planning and conducting large group activities, e.g. bingo, movies, entertainment.	31.			m_2	•	M_1	
32.	Assist in conducting large group activities, e.g. bingo, movies, entertainment.	32.	m_2	M_1 •	m_2			
			1	2	3	4	5	6

* excludes fine arts including painting, sculpturing, advanced ceramics and manual arts, e.g. woodwork, metal work and plastics

Appendix VI (cont'd)

			1 A	2 B	3 C	4 D	5 E	6 F
33.	Major responsibility for planning and conducting social and seasonal events.	33.					M_1	m_2
34.	Assist in conducting social and seasonal events.	34.		M_1		m_2		
35.	Major responsibility for leading discussion group.	35.			m_2		M_1	
36.	Assist in leading discussion group.	36.		M_1	m_2	m_2		
37.	Major responsibility for preparing and operating equipment for events, including audio-visual equipment.	37.		M_1		m_2		
38.	Assist in preparing and operating equipment for events, including audio-visual equipment.	38.	m_2	M_1				
39.	Prepare and serve refreshments.	39.	M_1	m_2				
40.	Managing and editing participants' newspaper.	40.				m_2	M_1	
41.	Assist in management and production of newspaper.	41.		M_1	M_1			
42.	Major responsibility for planning a day camp or resident camp program.	42.					m_2	M_1
43.	Instructing and leading camp activities.	43.			m_2	M_1		
44.	Assist in instructing and leading camp activities.	44.		M_1	m_2			
45.	Supervising camp activities.	45.		m_2			M_1	
46.	Instruct and guide in personal appearance and other personal matters.	46.				M_1	m_2	
47.	Assist in conducting grooming and hygiene classes.	47.		M_1			m_2	
48.	Leading adult special interest groups (i.e., bowling, gardening, collecting).	48.		m_2		M_1	m_2	
			1	2	3	4	5	6

Appendix VI (cont'd)

		1 A	2 B	3 C	4 D	5 E	6 F
49.	Assist in leading adult special interest groups (i.e., bowling, gardening, collecting).	49.					
50.	Leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	50.					
51.	Assist in leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.	51.					
52.	Engage in individual recreational counseling.	52.					
53.	Plan with individuals for post-institutional or post-program participation in the community.	53.					
54.	Adapt activities and equipment to facilitate the participation of some disabled persons.	54.					
55.	Participate in the interdisciplinary team conference.	55.					
56.	Prepare periodic statistical reports.	56.					
57.	Prepare participant evaluation reports.	57.					
58.	Prepare program evaluation reports.	58.					
59.	Prepare reports to be used in the community.	59.					
60.	Prepare observational reports on participants.	60.					
61.	Prepare periodic activity reports.	61.					
62.	Selecting and requisitioning appropriate and adequate supplies and equipment.	62.					
63.	Store and keep records of recreation supplies.	63.					
64.	Maintain recreation equipment.	64.					
			1	2	3	4	5	6

Appendix VI (cont'd)

		1 A	2 B	3 C	4 D	5 E	6 F
65.	Issue supplies and/or equipment to program participants.	65.					
66.	Plan equipment, supply and personnel budgets.	66.					
67.	Evaluate the value and usability of equipment and supplies.	67.					
68.	Supervising volunteers.	68.					
69.	Supervising field work students.	69.					
70.	Supervising untrained paid workers.	70.					
71.	Supervising professionals.	71.					
72.	Training volunteers.	72.					
73.	Training pre-professional staff.	73.					
74.	Organizing and supervising in-service training program.	74.					
75.	Participate in decision-making bodies of the institution or agency.	75.					
76.	Planning and conducting activity programs in conjunction with other disciplines, e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, to assist in achieving specific treatment goals.	76.					
77.	Active participation in interdisciplinary team meetings (i.e., ward conferences).	77.					
78.	Contacting outside agencies and groups to arrange for out-trips, entertainers, contributions, etc.	78.					
79.	Meet with visitors and/or relatives of participants	79.					
80.	Others (please describe).	80.					
			1	2	3	4	5	6

JOB TASKS ASSIGNED TO VARIOUS EDUCATION-EXPERIENCE LEVELS BY JOB TASK RATERS

A (High school--no experience)

Task No.

39 Prepare and serve refreshments.

64 Maintain recreation equipment.

65 Issue supplies and/or equipment to program participants.

B (High school plus one year or more experience)

3 Assist in instructing and leading sports activities.

6 Assist in organizing and conducting athletic teams.

9 Assist in instructing and leading active and table games.

13 Assist in leading out-trips.

17 Assist in leading special events and programs.

21 Assist in instructing and leading crafts program.

25 Assist in instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.

29 Assist in instructing and leading manual arts program.

32 Assist in conducting large group activities, e.g. bingo, movies, entertainment.

34 Assist in conducting social and seasonal events.

38 Assist in preparing and operating equipment for events, including audio-visual equipment.

44 Assist in instructing and leading camp activities.

51 Assist in leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.

63 Store and keep records of recreation supplies.

C (Two years college--recreation major, or two years college plus one year recreation experience)

Task No.

2 Instructing and leading sports activities.

4 Supervising sports activities such as roller skating, bowling, nature walks within agency's grounds.

8 Instructing and leading active and table games.

10 Supervising active and table games.

16 Leading special events and programs.

20 Instructing and leading crafts program.

36 Assist in leading discussion group.

37 Major responsibility for preparing and operating equipment for events, including audio-visual equipment.

41 Assist in management and production of newspaper.

47 Assist in conducting grooming and hygiene classes.

49 Assist in leading adult special interest groups (i.e. bowling, gardening, collecting).

61 Prepare periodic activity reports.

D (High school or college graduate with highly specialized training in one field, e.g. dance, music, drama, fine arts, manual arts or physical education)

5 Major responsibility for organizing and conducting athletic teams.

7 Major responsibility for planning active and table games.

12 Leading out-trips.

14 Supervising out-trips.

18 Supervising special events and programs.

19 Major responsibility for planning crafts program (Note: this excludes fine arts).

Task No.

22 Supervising crafts program.

23 Major responsibility for planning music, art, ceramic, sculpture dance, drama and/or other creative activities.

24 Instructing and leading music, art, ceramic, sculpture, dance and/or other creative activities.

26 Supervising music, art, ceramic, sculpture, dance, drama and/or other creative activities.

27 Major responsibility for planning manual arts program including woodwork, metal work, plastics, etc.

28 Instructing and leading manual arts program.

30 Supervising manual arts program.

31 Major responsibility for planning and conducting large group activities, e.g. bingo, movies, entertaining.

40 Managing and editing participants' newspaper.

43 Instructing and leading camp activities.

45 Supervising camp activities.

46 Instruct and guide in personal appearance and other personal matters.

48 Leading adult special interest groups (i.e., bowling, gardening, collecting).

50 Leading youth groups, e.g. Boy Scouts, Girl Scouts, club groups.

56 Prepare periodic statistical reports.

62 Selecting and requisitioning appropriate and adequate supplies and equipment.

78 Contacting outside agencies and groups to arrange for out-trips, entertainers, contributions, etc.

E (College graduate--major in recreation or one year recreation experience)

Task No.	
1	Major responsibility for planning sports activities.
11	Major responsibility for planning out-trips.
15	Major responsibility for planning special events and programs.
33	Major responsibility for planning and conducting social and seasonal events.
35	Major responsibility for leading discussion group.
52	Engage in individual recreational counseling.
54	Adapt activities and equipment to facilitate the participation of some disabled persons.
55	Participate in the interdisciplinary team conference.
57	Prepare participatn evaluation reports.
58	Prepare program evaluation reports.
60	Prepare observational reports on participants.
67	Evaluate the value and usability of equipment and supplies.
68	Supervising volunteers.
70	Supervising untrained paid workers.
72	Training volunteers.
73	Training pre-professional staff.
77	Active participation in interdisciplinary team meetings (i.e., ward conferences).
79	Meet with visitors and/or relatives of participants.

F (Masters degree in Therapeutic Recreation plus two years experience in recreation or closely allied field plus five years' experience)

Task No.

42 Major responsibility for planning a day camp or resident camp program.

53 Plan with individuals for post-institutional or post-program participation in the community.

59 Prepare reports to be used in the community.

66 Plan equipment, supply and personnel budgets.

69 Supervising field work students.

71 Supervising professionals.

74 Organizing and supervising in-service training program.

75 Participation in decision-making bodies of the institution or agency.

76 Planning and conducting activity programs in conjunction with other disciplines, e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, to assist in achieving specific treatment goals.

JOB DESCRIPTIONS

RECREATION ASSISTANT I - (TRAINEE)

Job Summary

Under close supervision, observes and may assist in a variety of recreation tasks; attends formal training program, either inside or outside the agency; attends staff meetings and conferences as required.

Duties

1. Attends formal training program at specified hours to develop necessary basic skills.
2. Observes and may assist in conducting various recreational activities, especially those which require little specific training.
3. Observes and assists in performing clerical and office tasks, such as maintaining inventory records and issuing supplies and equipment.
4. Assists in preparing and operating equipment for various events, including audio-visual equipment.
5. Assists in maintaining recreation areas, facilities and equipment in good condition.
6. Attends staff meetings and conferences as required.

RECREATION ASSISTANT II - PROGRAM

Job Summary

Under normal supervision of Recreation Leader, Specialist or Supervisor, assists in performing a variety of duties involved in carrying out recreation programs, as directed; performs related minor duties, as required.

Duties

1. Assists in instructing and leading recreation activities such as any or all of the following: sports, active and table games, out-trips, special events and programs, social and seasonal events, crafts programs, manual arts, music, art, ceramic, sculpture, dance or other creative activity, camp activities and/or youth groups, e.g. Boy Scouts, Girl Scouts, club groups, etc.; leads programs, as assigned.
2. May assist in organizing and conducting athletic teams.
3. May conduct large group activities, e.g. bingo, movies, entertainment.
4. Assists in preparing and operating equipment for various events, including audio-visual equipment.
5. Stores and maintains recreation supplies and equipment; issues supplies and equipment to program participants; keeps records of supplies and equipment.
6. Prepares and serves refreshments.
7. Performs related routine duties such as clerical work, running errands, transmitting messages, etc., as required.

RECREATION ASSISTANT II - PROGRAM (cont'd)

8. May perform personal services for individual participants such as writing letters or shopping for them.
9. Guides and assists volunteers and/or staff members, when assigned.
10. Attends orientation, in-service training, staff meetings and conferences, as required.

RECREATION ASSISTANT II - CLERICAL

Job Summary

Under normal supervision, performs a variety of clerical duties involved in carrying out recreation programs; may assist in conducting group or individual recreational activities when necessary.

Duties

1. Keeps records, maintains files and writes reports regarding recreation programs and services, including items such as details of programs planned, activity schedules, participants attendance and use of facilities, work assignments of staff, payroll time-records, personnel records, accidents or other emergencies, inventories of supplies and equipment, correspondence, etc.
2. Issues and collects equipment and supplies; stores and maintains supplies and equipment; requisitions supplies and equipment, as needed; purchases supplies and equipment, as directed.
3. May control the use of certain facilities by participants; issues membership cards and/or admission tickets, if required by the agency, and collects proper fees, if any; schedules use of courts and other facilities.
4. May perform personal services for individual patients such as writing letters or shopping for them.
5. Gives information to participants and visitors; answers their questions regarding programs and services; listens to their complaints and reports complaints to proper superior.

RECREATION ASSISTANT II - CLERICAL (cont'd)

6. Prepares and distributes invitations, notices, weekly schedules, etc. to concerned persons and runs errands, as required.
7. Performs typing and other office duties, if incumbent possesses necessary skills; may assist in preparing publicity releases, if qualified; operates duplicating machines.
8. Guides and assists volunteers and/or other staff members, when assigned.
9. Attends orientation, in-service training, staff meetings and conferences, as required.
10. May assist in conducting group or individual recreational activities, when necessary, i.e. in case of temporary staff shortage due to illness, etc.

RECREATION ASSISTANT II - FACILITIES AND MAINTENANCE

Job Summary

Under normal supervision, performs a variety of functions to maintain and/or improve facilities required for an effective recreation program; may assist by performing certain clerical duties or in conducting group or individual recreational activities when necessary.

Duties

1. Maintains equipment and facilities in good condition; makes minor repairs to equipment such as movie projectors, record players, tape recorders, etc.; keeps outdoor recreation facilities such as swings, teeter-totters, basketball courts, tennis courts, baseball diamonds, etc. in first-class condition; makes adjustments to and repairs any other type of equipment used in the recreation program such as pool tables, ping pong tables, gymnasium apparatus, etc.; arranges for major repairs, as necessary.
2. Assists in maintaining recreation areas neat and clean.
3. Assists in decorating for special events and seasonal parties; assists in making stage props for shows, and in setting up and operating spotlights and other special lighting effects.
4. Operates equipment such as movie or slide projectors, record players, tape recorders, etc.
5. May assist in swimming pool maintenance; may serve as skating rink guard; may perform any type of guarding assignment; may supervise the use of playground or park facilities.
6. Administers first-aid as necessary.

RECREATION ASSISTANT II - FACILITIES AND MAINTENANCE (cont'd)

7. Guides and assists volunteers and/or other staff members, when assigned.
8. Attends orientation, in-service training, stafr meetings and conferences, as required.
9. May perform certain clerical functions such as controlling the use of facilities by participants, issuing and collecting equipment and supplies, etc., in the absence of the staff member who usually performs such functions; may assist in conducting certain group or individual recreational activities when necessary.

RECREATION LEADER - GENERALIST

Job Summary

Under general supervision of Recreation Supervisor, performs a variety of duties involved in carrying out recreation programs in assigned areas; may assist in planning programs; may supervise the work of Recreation Assistants and/or Volunteers; performs related duties, as required.

Duties

1. Instructs and leads recreation activities such as any or all of the following: sports, active and table games, out-trips, special events and programs, social and seasonal events, crafts programs, manual arts, music, art, ceramic, sculpture, dance or other creative activity, camp activities and/or youth groups, e.g. Boy Scouts, Girl Scouts, club groups, etc.; may assist in adapting activities and/or equipment to facilitate the participation of disabled persons.
2. Prepares and operates equipment for events, including audio-visual equipment; ensures that adequate supplies and equipment are available as needed.
3. May assist in leading activities such as discussion groups, management and production of a newspaper, grooming and hygiene classes, adult special interest groups, i.e. bowling, gardening, collecting.
4. May supervise recreation activities such as active and table games, certain sports activities, i.e. roller skating, bowling, nature walks within the agency's grounds.
5. Participates in team conferences, where appropriate.

RECREATION LEADER - GENERALIST (cont'd)

6. Prepares periodic activity reports and other reports as directed.
7. Supervises the work of Recreation Assistants, Trainees, Volunteers or others; assigns duties and follows up to ascertain that they are performing duties properly; instructs subordinates, as necessary.
8. May administer first-aid to participants who suffer minor injuries.
9. Performs the duties of Recreation Assistant, Trainee or Volunteer, as required, especially in emergency situations.

RECREATION LEADER - SPECIALIST

Job Summary

Under general supervision, performs a variety of duties involved in planning and carrying out specialized recreation programs; coordinates and supervises approved programs; may supervise the work of Recreation Assistants, Volunteers or other recreation workers; performs related duties, as required.

Duties

1. Develops detailed plans, usually in cooperation with other staff members, for highly specialized recreation programs such as one or more of the following: sports, active and table games, crafts programs, creative activities (i.e. music, art, ceramics, sculpture, dance, drama, etc.), manual arts, large group activities, organizing athletic teams, camping, etc.; may assist in adapting activities and/or equipment to facilitate the participation of disabled persons.
2. Directs, instructs and leads any such specialized activity, as assigned; supervises and leads out-trips, special programs and events, as assigned; supervises the work of assigned staff members and/or volunteers; assigns duties and follows up to ascertain that they are performing their duties properly.
3. Instructs and leads in camp activities and/or other youth groups, e.g. Boy Scouts, Girl Scouts, club groups; instructs and guides in personal appearance and other personal matters; leads adult special interest groups (i.e. bowling, gardening, collecting, etc.); may manage and edit participants' newspaper.

RECREATION LEADER - SPECIALIST (cont'd)

4. May instruct and train staff members and/or volunteers in a specialized activity such as those listed in paragraph 1 above.
5. Participates in team conferences, where appropriate.
6. Maintains various records regarding programs and participants; prepares periodic and/or special reports, as required.
7. Selects appropriate supplies and equipment; requisitions supplies and equipment as necessary to maintain adequate inventory.
8. May contact outside agencies or individuals to arrange for out-trips, entertainers, contributions, etc.

RECREATION SUPERVISOR

Job Summary

Under general supervision of the Director of Recreation, plans, or assists in planning, recreation programs; schedules, coordinates and supervises approved programs; assigns duties to subordinate staff members and volunteers, and follows up to ascertain that they are performing their duties properly. May perform the duties of Recreation Leader or other subordinate, if necessary.

Acts in behalf of the Director of Recreation in his absence, if directed to do so.

Duties

1. Develops detailed plans, frequently in cooperation with other staff members and sometimes with participants, for recreation programs such as sports activities, out-trips, special events, social and seasonal events, camp programs, etc.
2. Supervises assigned recreation staff members and volunteers; assigns duties and follows up to ensure that they are performing their duties properly; recommends desirable changes in status including salary increases, promotions, transfers, leaves of absence, terminations, etc.; administers equitable and appropriate discipline if necessary.
3. Assists in training of staff and volunteers.
4. Ensures that adequate inventory of recreation supplies and equipment is maintained.
5. May lead discussion groups; may engage in individual recreational counseling.

RECREATION SUPERVISOR (cont'd)

6. Adapts activities and equipment to facilitate the participation of certain persons, as necessary.
7. Evaluates programs and participants; prepares evaluation reports, accident reports, etc; prepares observational reports on participants; evaluates the value and usability of equipment and supplies.
8. Participates actively in interdisciplinary conferences and team meetings; disseminates appropriate information to subordinate staff.
9. Meets with visitors and/or relatives of participants; answers their questions and attempts to gain their goodwill.
10. Performs the duties of Recreation Leader or other subordinate staff member as required, especially in emergency situations.
11. Performs the functions of Director of Recreation in his absence, if directed to do so.

DIRECTOR OF RECREATION

Job Summary

Under general administrative direction, plans, coordinates, directs and controls all recreational programs and services of the agency.

Duties

1. Develops master plans for the agency's recreation programs and services such as day camp and/or resident camp programs, sports activities, out-trips, special events, social and seasonal events, etc. within the agency's general policies.
2. Plans programs in conjunction with other disciplines (e.g. medicine, psychiatry, physical therapy, rehabilitation counseling, etc.) to help achieve specific treatment goals; cooperates in implementing and/or conducting the activities thus programed.
3. Plans, with individuals who are concerned, for post-institutional or post-program participation in the community.
4. Develops annual budgets for equipment, supplies and personnel; controls expenditures against approved budgets.
5. Administers and coordinates all recreation programs; supervises all planned activities, usually through subordinate supervisors; follows up to ensure that all staff members, field-work students and volunteers perform their work properly; evaluates effectiveness of the various programs.
6. Maintains adequate Recreation Department staff; recruits, selects and hires staff as required; evaluates performance of staff members; approves desirable changes in status, including salary increases, promotions, transfers, leaves of absence, etc.; administers equitable and appropriate discipline as necessary.

DIRECTOR OF RECREATION (cont'd)

7. Organizes, implements and supervises appropriate in-service training programs for professional and sub-professional staff members and for volunteers.
8. Fosters and maintains good public relations; develops publicity releases designed to gain goodwill; assists in educating the public to appreciate the importance of appropriate recreation programs; may give speeches to local organizations such as, church groups, P.T.A.'s, etc.
9. Prepares periodic and special reports to be used in the agency and/or in the community.
10. Attends management staff meetings and participates in making policy decisions for the agency which may affect the recreational services.
11. May perform the duties of Recreation Supervisor or other subordinate, when necessary, especially in an emergency.

PARTICIPANTS OF TWO-DAY CONFERENCE

Edith L. Ball
Professor of Education
New York University
School of Education

Maurice J. Beckles
Head Recreation Supervisor
Kings Park State Hospital

Adell C. Carr
Director, Recreation Therapy
Mt. Sinai Hospital at Elmhurst

Mary Jane Cassidy
Director of Recreation
Goldwater Memorial Hospital

Clarence DuBois
Recreation Aide
Bellevue Psychiatric Hospital

Sally Fechtmeyer
Program Associate
New York State Division of
Mental Hygiene

Virginia Frye, Coordinator
Therapeutic Recreation Curricula
University of Illinois

John T. Hanlon
Supervisor of Recreation
Letchworth Village

Frank Hartsoe, Director
Community Center Department
Children's Village

Emily Healy
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Fred Humphrey, Instructor
Recreation and Parks Program
Pennsylvania State University

Ira J. Hutchison, Jr.
Special Assistant, Urban Affairs
National Recreation and Park Association

Lorraine Kelban
Recreation Specialist
Ill, Handicapped and Homebound Program
Nassau County Division of Recreation

Edith King
Director of Personal Aid to the
Homebound Program
Federation of the Handicapped

Joseph LaRusso, Director
Recreation Department
Bellevue Hospital Center

Claudette B. Lefebvre
Instructor
New York University
School of Education

Elaine Maunton
Recreation Coordinator
Parks, Recreation and Cultural
Affairs Administration

Edna Maynor
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Jeanette McGranahan
Recreation Consultant
Federation of Protestant Welfare
Agencies, Inc.

Nelle Moran
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Connie Oliverson
Chief of Recreation
Bellevue Psychiatric Hospital

PARTICIPANTS OF TWO-DAY CONFERENCE (cont'd)

Beverly Savage
Assistant Recreation Director
Bellevue General Hospital

Adriana Seymour
Assistant in Recreation
Personal Aid to the Homebound Program
Federation of the Handicapped

Lester Simon
Director of Recreation
Blythedale Children's Hospital

Mae Stadler
Instructor in Recreation
San Jose State College

Elliott G. Young
Director of Recreation and Camping
New York Association for the Blind

Appendix X

PARTICIPANTS OF ONE-DAY WORKSHOP

Dr. Martin Hamburger, Head
Division of Vocational Education
and Applied Arts and Sciences
New York University
School of Education

Mr. Donald Hoak
Director
Vocational and Extension Board

Dr. Mary Jacobs, Chairman
Physical Education, Health Education
and Recreation Department
Manhattan Community College

Dr. Richard Kraus
Professor of Education
Program in Recreation and Related
Community Services
Teachers College

Miss Claudette Lefebvre
Instructor
New York University
School of Education

Dr. Herbert Rusalem
Assistant Director of Research and
Demonstration
Center for Education of Handicapped
Children and Youth
Teachers College

Mr. Mitchel Wenzel
Instructor
Health and Physical Education Department
Bronx Community College

Dr. Harry Wolfson
Assistant Superintendent
New York City Board of Education

Appendix XI

PROJECT ADVISORY COMMITTEE

Professor Edith L. Ball
Professor of Education
New York University
School of Education

Dr. Murray H. Block, President
Borough of Manhattan Community College

Professor Martin Hamburger, Head
Division of Vocational Education and Applied Arts and Sciences
New York University
School of Education

Honorable Hayes W. Jones
Commissioner of Recreation
The City of New York Recreation, Parks and Cultural Affairs Administration

Honorable Louis L. Levine
Deputy Industrial Commissioner
New York State Department of Labor

Miss Janet Pinner
Director of Selective Placement
Division of Employment
New York State Department of Labor

Professor Frank Riessman, Director
New Careers Development Center
New York University

Mr. Louis Saltzman
District Supervisor
New York State Division of Vocational Rehabilitation

Mr. Arthur J. Sinclair, Director
New Jersey Rehabilitation Commission

Mr. Alois Soeller
Associate Classification and Pay Analyst
Division of Classification and Compensation
New York State Department of Civil Service

Samuel Sverdlik, M.D.
Director of Physical Medicine and Rehabilitation
St. Vincent's Hospital